

Project Based Learning Workshop for Panggang Island & Pramuka Island, Seribu Island PAUD Educators

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Abstract

This activity aims to increase the knowledge of 80% of teachers about the practice of Project Based Learning in early childhood education learning. The Project Based Learning workshop activities were held on Panggang and Pramuka islands, the Thousand Islands, and were attended by 14 teachers. The method uses lectures and workshop activities. The pre-test and post-test results showed that the average knowledge increased from 26.43 to 54.29. Based on the results of the Wilcoxon test analysis, a p-value of $0.002 < 0.05$ was obtained, which means that the level of knowledge of the respondents changed before and after the Project Based Learning workshop was conducted. So, it can be concluded that the implementation of the project based learning workshop has been carried out well, from planning to implementation. Apart from that, teachers are also enthusiastic about the activities that have been carried out and are able to participate in the activities well.

A. Introduction

The increasingly advanced development affects the education era, particularly in learning. Evolving learning requires educators to acquire proficiency in 21st-century skills. One of these is Project-Based Learning (PBL). Project-based learning is considered an educational method that focuses on children, emphasizing their ability to explore knowledge through experience and curiosity, and find solutions to the various problems they face (Uyun & Diana, 2023). As time progresses, teaching strategies need to be adapted accordingly. The ability of teachers to select appropriate instructional models is a key aspect of the learning process. Hence, educators and teachers alike should possess competencies essential for effective teaching and learning.

Ideally, early childhood education should adhere to the principles of early childhood, which involve learning through play and being oriented towards the needs of children. Project-based learning is an approach that supports the development of young children (Ningrum et al., 2021). Furthermore, Project-Based Learning is based on four principles: constructivist, problem-solving, inquiry research, and integrated studies. Moreover, Project-Based Learning is child-centered, meaning it involves learners from the beginning to the end of the learning process. For example, in designing learning activities, this includes determining the theme and the activities children will engage in. Children are interested and engaged in classroom learning while being physically, emotionally, and socially healthy, and intellectually mature, supported by adults (Çabuk & Haktanır, 2010). PBL is a learning approach used from early childhood to higher education levels (Farida & Rasyid, 2019). Through Project Based Learning, children can communicate and discuss to develop the results of their analysis into real work (Pertiwi et al., 2022).

Children need to acquire 21st-century skills such as collaboration, creativity, critical thinking, and communication to thrive in the modern era (Mardhiyah et al., 2021). This aligns with the principles of project-based learning, which fosters the development of young learners. In the project-based approach, children express the outcomes of their own discoveries, experiences, and observations (Kuo et al., 2022).

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The main idea of project-based learning is to train children's skills in solving problems encountered in their daily lives or real lives (Rasmani et al., 2023). This serves as a motivation for educators to enhance their teaching abilities, promoting diverse learning experiences that encourage independence and critical thinking among children. Project-based learning also utilizes the environment as a supportive element for educational activities, allowing children to independently present and construct information through project work.

The observation results of early childhood educators in the Thousand Islands and Panggang Island show that teachers are still unfamiliar with the methods of Project-Based Learning. This is further supported by the research interview findings, indicating that teachers still lack understanding of various methods in early childhood education, including Project-Based Learning. Teachers acknowledge that the teaching methods they currently use are still conventional, such as storytelling, lecturing, worksheets, etc. Meanwhile, early childhood learning needs to be adapted to current developments, so that children are able to adapt to their environment. In line with this statement, important competencies in the 21st century are not just reading skills, but skills in behaving and providing appropriate solutions to the problems faced (Rasmani et al., 2023).

The purpose of the project-based learning workshop is to enhance the skills and knowledge of early childhood educators in the teaching and learning process. Additionally, it aims to provide education about the natural resources found along the coast, enabling teachers to be creative in designing enjoyable, child-centered learning experiences that actively engage children in the learning process.

B. Methods

The workshop on Project Based Learning for early childhood educators on Pramuka Island and Panggang Island, Thousand Islands, took place on Monday, June 26, 2023, from 07.30 a.m. to 12.00 p.m. The target audience for this event was early childhood educators on Pramuka Island and Panggang Island, Thousand Islands, as part of an effort to impart knowledge about the importance of implementing project-based learning in early childhood education. Fourteen early childhood educators participated in the workshop.

The method employed was a lecture combined with workshop activities on project-based learning. The outreach was conducted in several stages: first, there was a presentation on project-based learning in early childhood education. Next, there was a workshop session on project-based learning for early childhood educators with a theme centered around the ocean, focusing on a project related to a shopping center. The third stage involved presenting the workshop results within groups through role-playing activities.

The success indicator for this activity was an 80% increase in educators' knowledge regarding the implementation of project-based learning in early childhood education. The evaluation method utilized in this activity involved distributing pre-posttest questionnaires to early childhood educators before and after the training and workshop on PBL to gauge the success of the activity. Then, the data from the pre-post test results were analyzed using the Wilcoxon Test in SPSS.

C. Results and Discussion

Project Based Learning Workshop Activity for Early Childhood Educator

This workshop initiative has been carried out with the aim of imparting knowledge and enhancing the understanding of early childhood educators regarding the application of project-based learning in early childhood education. Project-based learning involves a thorough investigative process of a given issue or topic, aimed at discovering innovative solutions. In this approach, teachers serve as facilitators, enabling active participation of children in group projects. Additionally, the projects undertaken by children should be contextually relevant and aligned with local environmental and cultural resources. The stages of project-based learning encompass initiation, development, and conclusion.

The initial stage involves teachers observing children, gathering information related to their ideas and critical questions that align with the predetermined problem topic discussed with the children beforehand, and then developing these into learning, playing, and exploration activities. Subsequently, in the project development stage, teachers accompany children in the investigative process and facilitate their needs in developing the project. At this stage, teachers also undertake a series of documentation processes of children's activities. In the conclusion stage, teachers conduct evaluations in the form of reflections on the projects created. During this stage, every finding is communicated and discussed with the children so they can grasp the lessons from their learning experiences.

This workshop was conducted in the Thousand Islands with the target audience being early childhood educators (Figure 1). The aim of this activity is to provide education and practice in project-based learning, which will be beneficial for teachers in facilitating students to think critically and independently in solving everyday problems. During the presentation of the material, the participants, consisting of early childhood educators, attentively listened to the content delivered by the speakers with enthusiasm. The participants were also given the opportunity to share their experiences through discussion sessions and question-and-answer sessions regarding the practice of project-based learning for young children.



Figure 1. Presentation of Project Based Learning Workshop

During the workshop activities, to measure the increase in teacher knowledge, pre-tests and post-tests were conducted. The results of the pre-test and post-test calculations can be seen in the table of respondent answer distributions based on questions about the Project-Based Learning workshop in early childhood education on Panggang Island and Pramuka Island, Thousand Islands, as follows:

Table 1. Distribution of Respondents' Knowledge Scores Before and After the Project Based Learning workshop on Panggang Island and Pramuka Island

Knowledge Score	N	Min	Max	Mean±SD	P-Value
Before	14	10	45	$26,43\pm9,889$	
After	14	20	75	$54,29\pm14,525$	0.002

Workshop Practice Activity: Project Based Learning

During the practical workshop activities, participants were first divided into small groups. They engaged in practical activities through role-playing with a predetermined theme, namely the overarching theme of "The Sea" with the sub-theme of "Shopping Center". Subsequently, participants discussed and created a concept map (webbing), which is a process of linking the achievements of the independent curriculum with L-STEAM (Literacy-Science, Technology, Engineering, Art, and Mathematics) content, which was then presented (Figure 2).



Figure 2. Creating a concept map with L-STEAM content

The independent curriculum emphasizes project-based learning with learning content that includes L-STEAM. The discussion at the workshop included content analysis using L STEAM, making it easier for teachers to design learning plans. Apart from that, L STEAM is also a reference in assessing and learning outcomes for early childhood children based on the independent curriculum (Azizatun, 2023). The STEAM approach provides extensive creative opportunities for children, besides educating children in solving problems, being creative and innovating with children's ideas(Areljung & Günther-Hanssen, 2022). Apart from being beneficial for children, it also provides opportunities for teachers to be creative by preparing project-based play activities for children.

Next, each group creates various media that will be needed in the role-playing activities (Figure 3). Various media are made using easily accessible materials found around, such as loose parts like cardboard scraps, dry leaves, small rocks, sand, seashells, pine cones, and so on. When using media in PBL learning, the teacher acts as a facilitator and motivator, while the children play a direct role in making decisions (Crespi et al., 2022). One of the media used in PBL learning is using loose parts media. Learning activities using loose parts media provide unlimited creativity for children (Khoiriyah et al., 2022).



Figure 3. Making loose part media for role-playing activities

At the end of the workshop, participants engage in role-playing with the overarching theme of "The Sea" and the sub-theme of "Shopping Center" in groups based on the activity design with L-STEAM content that has been prepared. Participants also use various media that have been created to support role-playing activities (Figure 4).



Figure 4. Role-playing activity of one of the groups

Project based learning is one of the learning methods that is emphasized in the latest curriculum today, believe in the independent curriculum. The aim of this project-based learning based on the independent curriculum is to develop children's soft skills, social skills and character according to the Pancasila profile (Nisfa et al., 2022). Social skills in project-based learning are very necessary, this is related to children's ability to be able to work together and be responsible in solving tasks or problems that occur. For this reason, emotional intelligence is also needed so that children are able to develop their self-concept (Simanjuntak & Hasanuddin, 2022). As was done by teachers who had taken part in workshop activities,

the teachers carried out role play activities. The closing role play activity is part of the social skills development that children will get. Social skills given from an early age have a good impact on children so they are able to adapt to their environment (Setyowati et al., 2023).

The Effectiveness Of The Endeavor

The effectiveness of the workshop sessions depends on how interactively the materials are presented, ensuring they are comprehensible for the teachers. The Project Based Learning workshops conducted for early childhood educators on Panggang Island and Pramuka Island, in the Thousand Islands, have proven successful. This is evidenced by the results of pre-test and post-test assessments conducted on respondents using the Wilcoxon test, revealing a P-Value of $0.002 < 0.05$. This suggests a notable improvement in the knowledge levels of the participants following the Project Based Learning workshop.

The project based learning workshop activities are expected to increase teacher's understanding and ability to apply the PBL to learning activities at school. Furthermore, the results of this research can motivate future researchers to disseminate the project based learning method to other educators so that the knowledge and skills obtained by teachers can be applied appropriately in schools.

D. Conclusion

Project-Based Learning within early childhood education is an approach that grants children the freedom to cultivate ideas fostering critical thinking. This model, centered around the child, is deemed highly effective in nurturing children's curiosity, problem-solving skills, independence, and socio-emotional development. It affords children the chance to explore their surroundings, gaining diverse knowledge for a broader comprehension. Moreover, they're trained to utilize various learning resources in daily life, offering practical and creative learning experiences.

This approach isn't just advantageous for students; it also benefits teachers. They can continuously innovate, providing creative learning opportunities that actively engage children in problem-solving. Through training and workshops, teachers can enhance their teaching competence and professionalism. Recent Project-Based Learning workshops for early childhood educators in Panggang Island and Pramuka Island, Thousand Islands, aim to enable them to apply acquired knowledge in their classrooms. Despite limited learning resources, teachers can innovate by maximizing local natural resources, such as beach sand and shells, through loose part media (beach sand, shells, straw, dry grass, etc.), encouraging deeper exploration of their environment by children.

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